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ABSTRACT

The role of the chief academic officer within an institution is discussed. Some theoretical descriptions of the role of the Academic Dean in the community college in the U.S. are given. The results of a survey of 22 Academic Deans (or their equivalents) are given as they relate to the dean's position in the college, the line-staff relationship, and his most important functions. (DB)

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DEAN OF INSTRUCTION

A CRITICAL LOOK

by

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presented at

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DEAN OF INSTRUCTION

A CRITICAL LOOK

Let me say at the outset that the title "Dean of Instruction" has been generally used throughout the two-year community college system in the U.S. as descriptive of the chief "academic" officer of the institution. In addition, in many of the larger colleges there is often present a second individual known as the E.D.O. - The Educational Development Officer. In Canada, possibly because of our historical background and possibly because of the relative recency of the introduction of community colleges into the educational scene, there is not the same agreement - We find titles such as Academic Vice-President, Dean of Academic Affairs, entering the picture. In Quebec the designation commonly used is D.S.P. - "Directeur des Services Pedagogiques". Our concern here is to consider the role of the chief academic officer within an institution, regardless of the designation used to describe him.

Let us begin by looking at some theoretical descriptions.

A number of studies, particularly in the U.S.A., have been done to find a list of duties for the academic dean. The number of duties vary from 41 to 168

different duties - how would you remember what they are, let alone do them properly. In 1968 Weldon Day developed a list of 168 duties associated with the Academic Dean of the public community college - surveyed 347 academic deans, 77 presidents and 26 jurors - what did he find -

THE ACADEMIC DEAN SHOULD BE:

A) ACTIVELY INVOLVED IN THE SEARCH AND RECOMMENDATION OF NEW FACULTY;

B) ADMINISTERING NEW-TEACHER ORIENTATION PROGRAMS;

C) EVALUATING THE PROFESSIONAL PERFORMANCE OF THE FACULTY;

D) ACTING AS A COMPLEMENT TO THE PRESIDENT IN ESSENTIALS SUCH AS - BUDGETING, LONG-RANGE PLANNING, AND THE DEVELOPMENT OF EDUCATIONAL POLICIES;

E) DEVELOPING AND NURTURING THE PROFESSIONAL GROWTH OF FACULTY;

F) ACTIVELY ENGAGED IN CLOSE CONSULTATION WITH THE PRESIDENT;

#1

G) PROVIDING LEADERSHIP AT PROFESSIONAL MEETINGS;

H) UP-TO-DATE IN RECENT EDUCATIONAL DEVELOPMENTS THROUGH EXTENSIVE PROFESSIONAL READING;

I) ACTIVELY INVOLVED IN VISITS TO OTHER COLLEGE CAMPUSES;

THE STUDY CONCLUDED

ACADEMIC DEANS LACK A CLEARLY DEFINED SET OF DUTIES.

1968 study by Weldon E. Day
Doctoral Dissertation -
Texas Technological College
"An Analysis of Selected Duties of Academic Deans of Public Junior Colleges"

In 1969 Vincent Gaurna asked a number of "instructional deans" to rank a series of 78 selected duties in terms of their importance.

#2

LISTED, IN ORDER OF IMPORTANCE, AND ALL "EXTREMELY IMPORTANT" BY GUARNA THE ACADEMIC DEAN SHOULD BE:

1. COORDINATING AND SUPERVISING DEPARTMENTS AND/OR DIVISIONS OF INSTRUCTION WITHIN THE INSTITUTION;
2. FORMULATING EDUCATIONAL POLICY;
3. INTERPRETING AND ADMINISTERING ACADEMIC POLICIES;
4. RECOMMENDING OR APPROVING PROMOTIONS, DEMOTIONS OR DISMISSAL OF FACULTY MEMBERS;
5. RECOMMENDING SELECTION, ASSIGNMENT AND SALARY OF FACULTY MEMBERS;
6. PROVIDING FOR FACULTY PARTICIPATION IN CURRICULUM MAKING.

1969 study by Vincent A. Gaurna
Doctoral Dissertation -
University of Michigan
"Analysis of Duties of
Community College Instructional
Deans"

Bruce Paulson investigated the kinds of activities to improve instruction by the academic dean.

PAULSON'S STUDY FOUND THE DEAN -

1. PROVIDING INSPIRATIONAL LEADERSHIP;
2. ESTABLISHING CLOSE WORKING RELATIONSHIPS WITH THE FACULTY;
3. BEING INVOLVED AND FAMILIAR WITH THE CLASSROOM INSTRUCTION;
4. PROVIDING FUNCTIONAL ORGANIZATION;
5. SELECTING OUTSTANDING PERSONNEL;
6. INVOLVING FACULTY IN IMPROVEMENT ACTIVITIES;
7. DE-EMPHASIZING DIRECTIVE ACTIONS;
8. MATCHING ACTIVITIES TO IMPROVE INSTRUCTION WITH FACULTY GROUP EXPECTATIONS.

#3

1972 study by Bruce L. Paulson
Doctoral Dissertation - UCLA
"An Investigation of the Activities to Improve Instruction by the Dean of Instruction in Selected California Community Colleges."

Let me interject, at this point, a description of the E.D.O. -

THE EDUCATIONAL DEVELOPMENT OFFICER

A STAFF MEMBER - WITH NO ADMINISTRATIVE RESPONSIBILITY - WHOSE DUTY IT WOULD BE -

1. TO KEEP ABREAST OF NATIONAL DEVELOPMENTS IN EDUCATIONAL PROGRAMMING;
2. TO INITIATE PLANS FOR EXPLOITING THESE DEVELOPMENTS WITHIN HIS OWN INSTITUTION;
3. TO DEVELOP COMPLETELY NEW PLANS FOR LOCAL USE AND APPLICATION.

#4

THIS PERSCN WOULD BE "A DREAMER". HE WOULD ATTEND CONFERENCES AND ASSEMBLE "FAR OUT" PROPOSALS. HE WOULD "NEEDLE" ADMINISTRATORS AND FACULTY COLLEAGUES, AND IN TURN, WOULD BE "NEEDLED" BY THEM.

ED 043 317 - October 1970
"The Educational Development Officer - A Change Catalyst for Two-Year Colleges by
John E. Rouche and John R. Boggs

These three studies have presented a composite picture of the role expectations of the Academic Dean in the community college in the U.S.A. I suppose in reality, however, one seldom thinks of the job description attached to the position we hold. In reality the most important items are the relationships that exist within the institution between the Dean and the people with whom he deals in his leadership role. This, it seems to me, is the real key in an analysis of the role of the Dean of Instruction.

Let us look at the results of the survey that I have conducted.

I wrote to 22 people - each designated in their respective academic calendar as Dean of Instruction, Academic Vice-President, Dean of Academic Affairs or Educational Development Officer. Colleges chosen were located in 5 provinces - 3 N.W. States of the U.S.A. - 16 replies were received - plus my own - 17 in all.

Let me say at the outset that there is NO pretense that the survey is representative - nor have I made any claims as to selective procedures used. I selected 22 people, many of whom I knew personally, all of whom were identified as indicated above and whom I hoped would take the time to reply - only 6 did not!

Each was asked to do three things.

1. provide a copy of the terms of reference used to describe your position in the college.
2. provide some indication of the line-staff relationship in which you operate within the college.
3. provide a brief assessment of the most important functions you fulfill during the course of the year.

Let me say, also, that there is NO consensus, as you will see.

So let us begin our "jaunt" through the office of the DEAN OF INSTRUCTION.

#5

THE DEAN OF INSTRUCTION -

1. SHALL BE RESPONSIBILE FOR ALL ASPECTS OF THE TOTAL INSTRUCTIONAL PROGRAM OF THE COLLEGE. (Edmonds)
2. SHALL LEAD AND SUPPORT THE FACULTY IN ITS EFFORT TO BECOME A COHESIVE FORCE FOR THE FULFILLMENT OF THE COLLEGE'S GOALS. (Edmonds)
3. IS RESPONSIBLE FOR THE ADMINISTRATION OF THE INSTRUCTIONAL AND LEARNING RESOURCES PROGRAMS OF THE COLLEGE (Bellevue)
4. SHALL MANAGE AND SUPERVISE THE ACADEMIC AFFAIRS PROGRAM OF THE COLLEGE. (Mt. Hood)
5. SHALL MAXIMIZE THE LEARNING ENVIRONMENT AND IMPROVE THE QUALITY, EFFECTIVENESS AND EFFICIENCY OF INSTRUCTION. (Lower Columbia)
6. SHALL SERVE BY EXAMPLE AND PRECEPT AS THE INSTRUCTIONAL LEADER OF THE INSTITUTION. (Lower Columbia)
7. IS RESPONSIBLE FOR FACILITATING THE BEST TEACHING WHICH COLLEGE RESOURCES PERMIT. (Columbia Basin)
8. IS RESPONSIBLE FOR CREATING A PRODUCTIVE LEARNING ENVIRONMENT AND ... (Selkirk)
9. SERVES AS A CATALYST FOR THE IMPROVEMENT OF INSTRUCTION AND AS A SPECIALIST IN THE TECHNIQUES AND RESOURCES INVOLVED IN THIS PROCESS. (Red River)

10. ADMINISTERS ALL ASPECTS OF THE ACADEMIC DIVISION OF THE COLLEGE TO ENSURE THE DEVELOPMENT, EXCELLENCE, RELEVANCE AND SMOOTH OPERATION, IN BOTH ENGLISH AND FRENCH, OF ALL EDUCATIONAL PROGRAMS OFFERED ... (Algonquin)

11. THE CRUX OF THE JOB, WHICH REPRESENTS THE INCUMBENT'S TOTAL INVOLVEMENT, IS THE CONSTANT EXAMINATION AND ANALYSIS OF THE WHOLE PURPOSE OF THE COLLEGE AND UNDERSTANDING OF THE PHILOSOPHY OF THE COLLEGE. (Fanshawe)

12. ONE RESPONDENT SUMMED UP THE WHOLE THING THIS WAY -

#5

> "A GREAT PORTION OF MY TIME IS SPENT RESPONDING TO ENQUIRIES FROM STATE ENTITIES ... THE DEAN OF INSTRUCTION IS THE CHIEF EDUCATIONAL ENTITY IN TERMS OF CURRICULUM REFORM AND TEACHING METHODOLOGY ... FACULTY POWER IS AN EMERGING CONCEPT AND THE JOB DESCRIPTION IS MODIFIED BY THIS THRUST FOR POWER. SOMETIMES I THINK MY JOB IS TO KEEP MY FINGER IN THE DIKE."

THE FUNCTIONS

1. CURRICULUM PLANNING - one of the major responsibilities of the Academic Dean. 17/17

   - Developing courses acceptable for transfer or occupational entry.
   - Articulation with four-year institutions.
   - Liaison with high schools.
   - Academic leadership - improve or maintain the quality of academic life.
   - Initiate academic programs relevent to the diverse needs of students and the community.
   - Actively assists in the continuous revision of the instructional program.
   - Initiate curricula validation studies, and review the relevency of existing curricula.
   - Continually assess the instructional program, effect the development of new programs, conduct studies relevent towards their implementation.
   - Administers a program of instructional services including curriculum revision, improvement and expansion.

Comment:

As the curricular leader in the college the Academic Dean must attempt to respond to the changing educational needs of society. This may lead to conflict between a faculty primarily trained for full-time transfer and occupational programs, and a demand for "non-traditional" post-secondary education. Are the present Deans of Instruction prepared to meet demands for external-diploma programs, open-entry open-exit courses, non-residential contract learning, home-based learning, credits for life experiences?

How will you cope with the conflict between the demands of students for these non-traditional curricula in a system where provincial or federal funding support is based on a specified number of days attendance?

The Academic Dean with responsibility for curricular and instructional leadership is the one person who can hope to break these barriers and break out of the traditional academic calendar!

2. STAFF SELECTION - In many ways staff selection and evaluation may be the dean's most essential role. 13/17

- Evaluate the performance of all staff members in the instructional area.
- Recommend the appointment of all faculty.
- Administer programs of professional staff orientation, in-service training, evaluation and professional improvement.
- Be responsible for faculty improvement, supervision and evaluations.
- Directs faculty recruitment procedures.
- Attract, select, retain, motivate and develop the qualified faculty and educational support staff required to achieve the colleges educational objectives.

#7

Comment:

The Academic Dean plays a key role in the selection of new faculty. In the interview process he has the opportunity to ask questions - to probe for answers. His interest should be "Can he teach?" - "How does he teach?" "Does he understand the philosophy of the community college and its students?" "Does he really understand the process of teaching?" The community college is reputed to be a "teaching institution". Is it?

3. COLLECTIVE BARGAINING - the effect of the collective bargaining has a very significant effect on the Dean of Instruction. 1/17

#8

- Together with other instructional administrators, plans instructional budget allocations and oversees expenditures.
- To participate in the establishment of the college budget and to ensure the academic portion is effectively used and controlled.
- He represents the academic community in the allocation of funds but this is merely a "means to the end".
- Assuring the implementation and application of "academic aspects of collective agreements".

Comment:

The college administration usually has the primary responsibility for carrying out the terms of the negotiated contract. The negotiated contract may be a constricting document - it may not be. The element of trust which follows the negotiation of a teaching contract can have significant effect upon the role of the Academic Dean - a wall erected between faculty and administration as a result of negotiations can have serious effect upon the academic climate of the college - and thus significantly affects the students!

#9

4. DIVISION/DEPARTMENT CHAIRMAN - Often shared responsibility with division or department chairman and the dean can have profound effects on the work of both. 9/17

   - In cooperation with Division Chairman, assign teaching loads.
   - Appoint, after appropriate consultation, the division, department and program chairman.
   - Administering, supervising and evaluating the work of the associate deans and division chairman in carrying out their respective responsibilities.

Comment:

To carry out the duties usually assigned to him the Academic Dean must have Chairmen upon whom he can rely. The chairmen become the eyes and ears in dealings with faculty - they represent the dean's views and policies. Failure to do this can be disastrous for all concerned. It seems obvious that an appointed chairman should be the focal-point of faculty-administration communication - selected jointly by both groups, and able to serve an indefinite term. It seems reasonable that frequent referendums could cause the chairman to avoid unpopular decisions, regardless of their justification. Strong leadership with the chairman can release the dean to college-wide concerns and plans.

5. EVALUATION - The dean is viewed as the central figure in the academic focus of the college, thus the evaluator of the instructional program. 8/17

- To encourage and supervise research and evaluation as related to the instructional program.
- Be responsible for faculty improvement, supervision and evaluation.
- Effect the development, evaluation and modification of instructional procedures and guidelines by the faculty.
- Effect the development, evaluation and modification of curricular programs by the faculty.
- Administering a program of instructional services, including curriculum revisions, evaluation, improvement, and expansion.

#10

Comment:

The term can be applied to the student, to faculty and to curriculum. Whatever is being measured, however, the evaluation process must emphasize stated goals and objectives - the ends of the instructional process. What is teaching for? - Is it causing learning - is it changing the capacity for acting in specific ways? In the view of the academic dean - did anyone learn anything? Modern concepts are stressing "accountability". Who is accountable, and for what? Each faculty works within its own college to decide the educational objectives

of that institution and are thus accountable to the Board of Governors (Trustees) for appropriate evidence that they are, in fact, meeting those objectives.

6. STAFF DEVELOPMENT - Closely associated with evaluation is the staff development program and is thus a vital part in the academic dean's role in the college. 12/17

- Administering programs of professional staff orientation, in-service training, evaluation and professional improvement.
- Be responsible for faculty improvement, supervision and evaluation.
- To attract, select, retain, develop, motivate, and evaluate suitable faculty and educational support staff.
- Ensures the professional development of faculty through the professional development officer.
- Assuring opportunities for and facilitating the professional development of teachers.

#11

Comment:

The community college has been identified essentially as a "teaching institution", yet in many instances more value has been placed on buildings and budgets, on increasing enrollments and instructional innovations than on the people who teach in the colleges.

We must develop a staff who can respond to the needs of the college and its students - a faculty that is neither a displaced high school staff nor a group of frustrated university professors. Neither can serve the college adequately. Nor can we continue to accept appropriate orientation to the college as a day-long tour of the facilities. Salary schedules often reward accumulated college tenure with little regard for directed growth - It is the Academic Dean who is responsible for organizing an effective in-service, development program designed to meet personal and professional needs of all faculty.

7. EXTERNAL LIAISON - frequently it is the role of the Academic Dean to "represent" the college to the community. 7/17

#12

- To promote a variety of cultural events for the enrichment of community life.
- Provide liaison with state and federal agencies, public schools, community agencies, business and industry.
- Liaison with college council and the community.
- Establish and maintain contact with other educational institutions, Department of Advanced Education, industry, business and the professions.

Comment:

As the chief academic officer of the institution, the Academic Dean becomes the spokesman for the college on a myriad of matters and in a variety of committees and councils. Frequently the responsibilities of this function alone prove to be a weakening factor in the total effectiveness of the Dean in his role within the college.

#13

8. BUDGET - The control of the instructional program lies within the dollar content - this is the only issuance the Academic Dean has in terms of priority spending of institutional resources. 14/17

   - Assisting with the development of the total instructional budget.
   - Management and control of operating and capital budgets in the "academic" and related areas.
   - Participate in the establishment of the college budget and ensure that the academic portion is effectively used and controlled within academic divisions and departments.
   - Plans instructional budget allocations and oversees expenditures.

Comment:

Nothing to be added here, except to emphasize the need to establish a clear priority in terms of the academic vs. the economic. It seems to me that frequently the academic "pitch" is lost in favor of the economic one because the latter is easier to prove. How often are you faced with the charge "PROVE IT" when really the justification is largely a matter of professional judgement and "gut-feelings" based upon results elsewhere and opinions of the academics. A Board of Governors who places high priority on economic concerns gives short shift to the "academic argument."

9. ASSISTANT TO THE PRESIDENT - Some institutions consider the role of Academic Dean synonomous with that of Vice-President. 10/17

- Position is not unlike that of an Academic Vice-President - and this serves a critical policy-setting role with the President's staff.
- Serves as Acting-President in the President's absence.
- As the Chief Instructional Officer subordinate to the President - is responsible for facilitating the best teaching ...
- Undertakes other administrative duties which may from time to time be assigned by the President.
- Assumes the responsibility for the operation of the college in the absence of the President.
- Acts for the President during his absence and represents him as necessary.
- Attending Board meetings as a member of the President's staff, participating by reporting and discussing matters pertaining to the academic affairs of the college.
- Act as spokesman of faculty on instructional matters to the President.

#14

Comment:

One of the major concerns I have is that function - "And such other duties as may be assigned by the President".

eg. - Is responsible for scheduling of classes.

- Determine physical plant requirements for academic usage.
- Oversee the production of all publications, brochures, etc.
- Actively participates in programs of technical and professional societies.
- Promoting a high level of staff and student morale.
- Promotes effective community contacts.
- Prepare reports on staff load, utilization of facilities, etc.
- Prepare the college catalogue.
- Supervise the preparation of the master schedule of classes.
- Promulgate rules and regulations concerning instructional advisory committees.
- Discover community resources and make them known to the faculty.

MOST IMPORTANT FUNCTIONS

#15

- THE CHIEF EDUCATIONAL ENTITY IN TERMS OF CURRICULUM REFORM AND TEACHING METHODOLOGY. (ACADEMIC LEADERSHIP)
- MANAGEMENT OF THE VARIOUS COMPONENTS OF THE ACADEMIC SIDE OF THE COLLEGE - SERVICES - AND COORDINATION WITH PLANT AND FINANCE.
- MONITORING PROGRESS TOWARD ACADEMIC GOALS AND OBJECTIVES.
- SELECTION AND DEVELOPMENT OF QUALIFIED FACULTY IN KEEPING WITH THE DEVELOPMENT OF QUALITY EDUCATIONAL PROGRAMS REFLECTING STUDENT AND COMMUNITY NEEDS.
- PROMOTING A LEARNING ATMOSPHERE RATHER THAN A TEACHING ATMOSPHERE.
- FORMULATING POLICIES AS A PART OF THE ADMINISTRATIVE TEAM IN KEEPING WITH INSTITUTIONAL POLICY AND STANDARDS.
- RECOMMEND POLICIES AND STANDARDS FOR INSTITUTIONAL CURRICULA.
- CAMPUS PLANNING - PARTICULARLY AS RELATED TO NEW PROGRAMS AND EXPANDING PROGRAMS.
- ACTS AS LISTENER, COUNSELLOR, "TROUBLE-SHOOTER".
- DEVELOPMENT OF NEW ACADEMIC PROGRAMS AND REVISION OF EXISTING PROGRAMS.
- FORMATION OF DECISIONS ON PROGRAM PRIORITIES (AND THE ATTENDANT BUDGET DECISIONS)
- DESIGN OF A COHERENT COLLEGE PLAN FOR STAFF DEVELOPMENT AND EVALUATION.
- DEVELOPMENT OF COMMUNICATION CHANNELS AND DEVICES.

In 14/17 cases the chief academic officer is in a line position directly with the president. In some instances this line position is in concert with two or more other officers of similar rank (administrative cabinet).

The Academic Dean finds himself more and more the man in the middle. The central focus of the Academic Dean's role will always be INSTRUCTIONAL LEADERSHIP. This may call for leadership of the faculty toward a kind of professionalism. This may call for leadership in the development of instructional innovations. This may call for leadership in selecting procedures and methods which will assist the learner - which will assist the college in becoming truly "an institution that causes learning".

But caution among us to ensure that the functions of the Academic Dean - the Dean of Instruction does not become so loaded with trivia that time does not permit us to accomplish the primary objective. I suggest that too frequently a memo appears from the President's Office with the appending request "will you look after this?" I wonder whether this is a way of getting rid of it. Several of you have commented on the organizational factor - and it is significant. But the fact remains

the essential characteristic of the community college which most identifies it is the flexible and continuously evolving educational innovation. When the function of the Dean of Instruction becomes so involved - so complicated - so hectic that this continuous innovation is jeopardized then, at this point, we begin to strike a death blow at the very feature which has caused the college to flourish.

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